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ABSTRACT

This curriculum guide contains eight lessons which complement "The Chesapeake Bay through Ebony Eyes," a book that recounts the contributions blacks have made to Maryland's Chesapeake Bay's maritime and seafood industries. The guide is for use as supplemental material or as cultural enrichment. Lesson plans in the guide are: (1) "Profile of the Chesapeake Bay"; (2) "Environmental Awareness of the Bay"; (3) "The African-American Experience along the Bay"; (4) "Sailing the Skipjacks"; (5) "Harvesting Seafood from the Bay"; (6) "The Galley: Seafood to Enjoy"; (7) "Poetry of the People"; and (8) "Computer Connection: Enter the Internet." Each lesson plan gives educational objectives and subjects covered; lists materials needed; provides activities and vocabulary; gives a final assignment; and contains resources. The guide also suggests field trips related to the unit and lists annotated resources. (BT)

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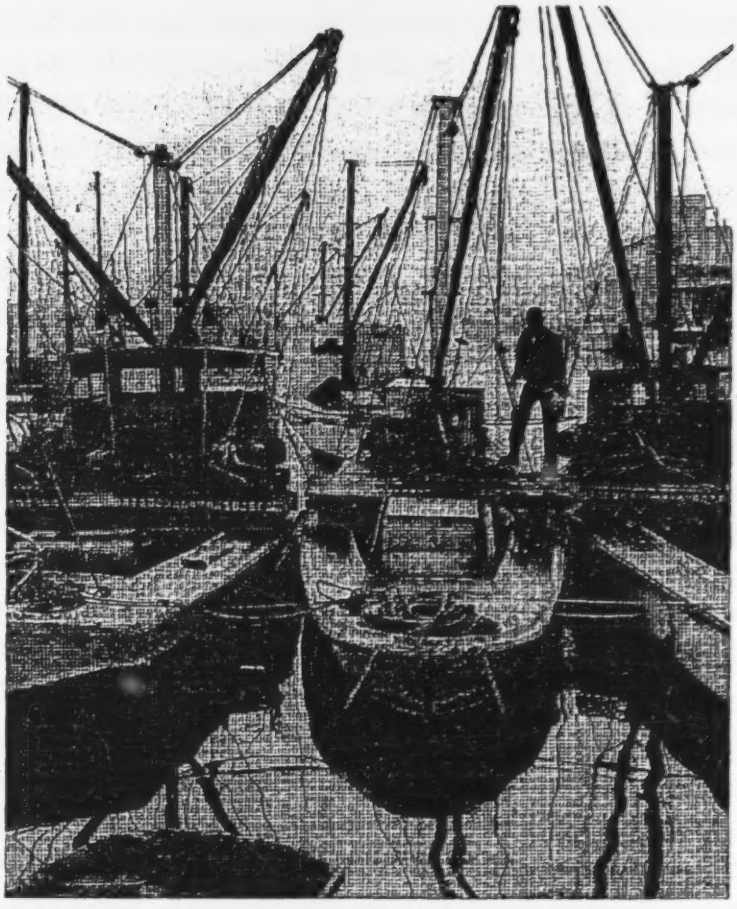
BLACKS OF THE CHESAPEAKE

The Chesapeake Bay Through Ebony Eyes



SO 034 242

Curriculum Guide

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Front cover: Lawrence Gross, waterman of Churchtown, Maryland at the Annapolis City Dock.
Photo courtesy of the Other Annapolis Collection by Philip Brown.

The Chesapeake Bay Through Ebony Eyes

Mr. Vincent Leggett, author *of The Chesapeake Bay Through Ebony Eyes*, wants school children studying the Chesapeake Bay to understand the contributions Blacks have made to the Bay's maritime and seafood industries. Working through the Blacks of the Chesapeake, Mr. Leggett has created an artful and informative book.

The Chesapeake Bay Through Ebony Eyes serves as a resource to be accompanied by the following related unit of study. The unit is for use as supplemental material or as cultural enrichment. The unit maybe used in its entirety or as individual lessons chosen to emphasize a particular area and/or offer a unique perspective.

Blacks of the Chesapeake - A Unit of Study

Lesson Plan 1
Profile of the Chesapeake Bay

Lesson Plan 2
Environmental Awareness of the Bay

Lesson Plan 3
The African-American Experience Along the Bay

Lesson Plan 4
Sailing the Skipjacks

Lesson Plan 5
Harvesting Seafood from the Bay

Lesson Plan 6
The Galley: Seafood to Enjoy

Lesson Plan 7
Poetry of the People

Lesson Plan 8
The Computer Connection: Enter the Internet

Lesson 1 –Profile of the Chesapeake Bay

Objectives:
In this lesson, students will:

- Describe the formation of the Chesapeake Bay.
- Identify the characteristics of the Chesapeake Bay watershed.
- State important features of the Bay that affect the people living there.
- Examine the variety of uses the Bay offers to its inhabitants.

Subjects:
Social Studies
Geography
Science
Language Arts

Materials:
Papier mache materials, drawing materials, paper
Large wall map of the Chesapeake Bay watershed
Smaller maps of Maryland, the Bay and the Bay's watershed
A variety of resources
The Bay's Vital Statistics worksheet

Activities:
In this lesson students will:

1. Read about the history and formation of the Bay about 12,000 years ago at the end of the Ice Age. How did the Bay form? Show how the Bay looked at the time by making a paper-mache relief map or drawing a picture. Share maps and pictures with classmates. **(Materials needed: papier mache materials, paper, colored pencils or markers, books on the history and formation of the Bay)**

2. Find some interesting facts about the Bay now and record them on the worksheet, *The Bay's Vital Statistics* . Draw a colorful area chart or aerial view of the Bay and label it with your answers from the worksheet. Share charts with the class. **(Materials needed: paper, colored pencils or markers, books about the Bay today, *The Bay's Vital Statistics* worksheet)**

3. Explain what the Chesapeake Bay's watershed is. How many square miles does it cover? Find Cooperstown, New York on the map. Starting there, carefully draw a line around all the tributaries that lead into the Bay. List all the states that are part of the Chesapeake Bay's watershed. Looking at the vastness of the Chesapeake Bay's watershed, what implication does this have for Maryland's management of the Bay? Discuss your ideas in a small group, and then list your ideas to be posted. As a class,

compile each group's list and display them under the large wall map of the Bay's watershed. Make a priority list using all of the students' ideas. **(Materials needed: large wall map of the Chesapeake Bay watershed, smaller maps of Maryland, the Bay, and the Bay's watershed, encyclopedias, books on the Bay's watershed)**

4. Think about the Bay and its features. It is a relatively shallow bay in some areas. How does this affect the seafood population? Most of the rivers on the Eastern Shore of Maryland are shorter and narrower than those on the Western Shore. How does this affect the people who live there? Think about these things and find other features of the Bay that affect the way people live. Discuss this in a small group, then share your conclusions with the class. **(Materials needed: large map of the Chesapeake Bay, smaller maps of the Chesapeake Bay)**

5. With a partner, brainstorm all the different ways people use the Chesapeake Bay and its tributaries. Web your ideas and note which ones you and your family do. Draw a tree with branches representing the various uses of the Chesapeake Bay. Compare your ideas with your classmates, realizing that all of you are connected to the Bay. **(Materials needed: drawing utensils, crayons, colored pencils, paper)**

Vocabulary:
Estuary
Tributaries
Watershed
Brackish water

Final Assignment:
Design a questionnaire that you would use to find out how the people living in the Chesapeake Bay region feel about the Bay and what it offers to them. Be sure that the questions you ask cannot be answered with a 'yes' or 'no'. Interview a person outside of this class using your questionnaire. In a concise paragraph, sum up the findings of your research.

Resources:
Bell, David Owen and Ramsay, Mary Dunn (Illustrator). *Awesome Chesapeake: A Kid's Guide to the Bay*, Tidewater Publishers, Centreville, MD,1994.

Leggett, Vincent O. *The Chesapeake Bay Through Ebony Eyes*, Blacks of the Chesapeake Foundation, Bay Media, Inc., Arnold, MD, 1999.

Lippson, Alice J. and Robert L. *Life in the Chesapeake*, The Johns Hopkins University Press, Baltimore, MD, 1997.

White, Christopher P. *Chesapeake Bay: Nature of the Estuary: A Field Guide*, Tidewater Publishers, Centreville, MD 1989.

Name_____ Date_____

Profile of the Chesapeake Bay Today

The Bay's Vital Statistics

Width _____ Length _____

Average depth _____ Greatest depth _____

Number of principal rivers _____

Any other interesting fact or facts you can find:

_____

_____

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Lesson 2 – Environmental Awareness of the Bay

Objectives:
In this lesson students will:

- Realize the impact people living in the Chesapeake Bay's watershed have had on the health of the Bay.
- Define specific actions of people and conditions affecting the Bay.
- State the things that can be done to help the Bay.
- Describe the importance of replenishing the oyster stock in the Bay and how it will help the Bay.
- Discuss how the health of the Bay impacts the watermen and their livelihood.

Subjects:
Social Studies
Environmental Science
Language Arts

Materials:
A variety of resources
The Bay's Health – Cause and Effect sheet
Poster board

Activities:

1. Think about the size of the Chesapeake Bay's watershed (64,000 square miles.)Think of all the things that could be happening in this vast area that would affect the health of the Bay. Work with a partner and list all of these things on the sheet, *The Bay's Health-Cause and Effect.* Share these ideas with the class. Draw a picture of the Bay if all of these things did, in fact, happen. **(Materials needed: large map of the Chesapeake Bay watershed, smaller maps of the Chesapeake Bay watershed, worksheet- *The Bay's Health- Cause and Effect,* drawing materials, books on the Chesapeake Bay watershed).**

2. There are many things that can be done to help "Save the Bay." Use your sheet, *The Bay's Health-Cause and Effect*, and with your partner, brainstorm the ways the Bay is being harmed and how these problems can be corrected. Design a poster that could be used to let people know what they can do to help. Share your posters with the class. **(Materials needed: worksheets-*The Bay's Health-Cause and Effect*, poster board, markers, rulers, books on saving the Bay).**

3. Because of the Bay's poor health, oysters have been affected. Read about what citizens, including students, are doing to improve the oyster population. Find out if this is a project in which your school could become involved. What will happen to the Bay if the oyster population is increased? Discuss this as a class. **(Materials needed: computer with internet access to find a class community project, books on oysters and the oyster population, sample oysters to show the class).**

4. The Chesapeake Bay watermen's way of life has changed dramatically since the early 1900s. Earl White, named by Governor Glendening, "Admiral of the Chesapeake," gives his ideas why this has happened. Read what he and other watermen say about how things have changed for them and why. If you were a waterman would you continue to make your living on the water or leave your home and move to another area and find different work? Discuss your ideas with a partner, then write about it in a concise, well-written paragraph. In this paragraph, give reasons why you decided what you did and consider the impact of this decision on your family. **(Materials needed: copies of the article by Earl White, articles by other watermen, large map of the Chesapeake Bay).**

Final Assignment:
Write a letter to the Chesapeake Bay Foundation explaining what you have learned about the Chesapeake Bay and its watershed and expressing your concern. Ask what they are doing as an organization to help the Bay and what your class could do to help improve the Bay. If possible, arrange a trip to travel on a skipjack piloted by Captain Earl White and learn more about the conditions of the Bay and the changing life of the Bay's watermen. As an alternative, visit one of recommended field trip sites (see end of unit).

Resources:
Curtis, Jennifer Keats, *Oshus and Shelly Save the Bay,* Bay Media, Inc., Arnold, MD, 1999.

Leggett, Vincent O., *The Chesapeake Bay Through Ebony Eyes,* Bay Media, Inc., Arnold, MD, 1999.

Warren, Marion E. and Mame, *Bringing Back the Bay: The Chesapeake in the Photographs of Marion E. Warren and Voices of Its People.* The Johns Hopkins University Press, Baltimore, MD, 1994.

Sixty Years on the Chesapeake with Earl White, Natural Resources Magazine, Maryland Department of Resources

Articles from the Internet:
- "Where did all the Seafood go?," Maryland with Pride – Maryland's Watermen,* http://www.intandem.com/NewPrideSite/MD/Lesson4/Lesson4_5.html
- "Oyster Gardening in Chesapeake Bay" by Merrill Leffler, Maryland Marine Notes,* http://www.mdsg.umd.edu/MarineNotes/Jul-Aug99/side2.html
- "Filter it with billions and billions of oysters" by Tim Zimmermann, U.S.News Outlook http://www.usnews.com/usenews/issue/971229/29oyst.htm
- "Maryland Has Far Plan to Replenish Oyster Stock" by Theresa Humphrey, Associated Press Writer*
- "Planting Oysters in the Chesapeake," by Jack Greer, Maryland Sea Grant, Maryland Marine Notes*, http://www.mdsg.umd.edu/MarineNotes/Sep-Oct96/side2.html
- "Sixty Years on the Chesapeake with Earl White," Natural Resources Magazine, Maryland Department of Resources, http://www.dnr.state.md.us/programs/nr/nrboc.html

* *See Annotated Resource in the back of the book for more information.*

Name_____Date_____

Environmental Awareness of the Bay
The Bay's Health - Cause and Effect

	Cause - (What is happening?)	Effect - (How does it impact the Bay?)
Rural Areas		
Cities		
On the Bay		
What can you generalize or conclude about these three areas?		

Lesson 3 – The African-American Experience Along the Bay

Objectives:
In this lesson students will:

- Explain the influence of African-Americans in the seafood business and maritime industry in Maryland. Discuss the similarities and differences of the life experiences of the black waterman to those of the white waterman.
- Relate to stories told by the African-American waterman.
- Examine the variety of occupations filled by African-Americans that contributed to the growth of the maritime and seafood industries in the Chesapeake region.
- Examine how long African-Americans living in the Bay region have been harvesting and sailing the Bay.

Subjects:
Social Studies
Language Arts

Materials:
Individual Maryland maps for each student
A variety of resources
Poster board
Chart, *Occupations Along the Bay*

Activities:
In this lesson students will:

1. View the video, *Ebony Eyes on the Bay* produced by Fox 45 News, to collect information about the establishment of African-American communities along the waterways of the Bay. As a class, brainstorm why you think many African-Americans settled along the water. Record your answers. **(Materials needed: video-*Ebony Eyes on the Bay (20-25 minutes)*).**

2. Read the comments of a variety of black watermen. Work with a partner and list what the watermen liked about working on the water. What were some of the advantages for a black waterman when he worked with a white watermen? With your partner prepare to sell someone else the idea of becoming a waterman years ago. Design a Help Wanted poster telling about the advantages of becoming a waterman. Share them with the class. **(Materials needed: books on the comments and ideas of the black watermen, 8.5x11 paper, markers, colored pencils).**

3. Read about the various occupations the African-American man and woman held living along the waterways of the Chesapeake Bay. Think about what each one of the jobs involved. Based on careful research, record your findings on the chart, *Occupations Along the Bay*. Which one would you choose to do? Pick one, then come to class dressed as a person in that profession and give a 2 minute presentation where you state why you like your job, where you live and work, your name (fictitious), and your family. Be creative. **(Materials needed: books on the occupations of the blacks on the Chesapeake Bay with pictures, worksheet-*Occupations Along the Bay*).**

4. Read how important African-American men and women were to the seafood industry in Maryland and how essential Black men were to the oystering, crabbing and fishing industries. Plan to present this information as a lawyer to a judge and jury as information to defend and promote the state of Maryland. You may do this by presenting mock interviews of the people you have read about. **(Materials needed: books and encyclopedias on blacks on the Chesapeake Bay and on the seafood industry on the Chesapeake Bay).**

5. Find some of the stories the watermen told by reading *The Chesapeake Bay Through Ebony Eyes* and other recommended resources. Their experiences range from their days on the water in the workboats, to working in the seafood processing plants. Their stories tell a history of days gone by. After reading as many stories as you can find, work with a partner to create a timeline of events that describe the changes in the way watermen worked then and now and how the seafood industry has changed. Share your timelines with the class and create a big class timeline that incorporates all of the elements discussed. **(Materials needed: *The Chesapeake Bay Through Ebony Eyes*, books on watermen's stories, copies of stories of watermen's lives, books on the history of the Maryland seafood industry).**

Final Assignment:
Throughout this lesson, students have been reading and collecting information about African Americans in the Chesapeake Bay region and how important they have been to the growth of the seafood and maritime industries in the state of Maryland. As a final assignment, they will use this information to design a brochure that could be used by the state of Maryland to promote a better understanding of the African-American influence in our state. Write a cover letter to accompany this brochure to a member of the Maryland Legislature from a Black waterman's point of view.

Resources:

Burgess, Robert. H. *This Was Chesapeake Bay*, "Skipjack Builders," pp. 144-146, Robert H. Burgess, Tidewater Publishers, Centreville, MD, 1963.

Chowning, Larry S. *Harvesting the Chesapeake, Tools and Traditions*, chapter 17. Tidewater Publishers, Centreville, MD, 1995.

Grieser, Robert. *Chesapeake Bay: Photographs*, "Watermen and Others," p.179, Harry N. Abrams, Inc, Publishers, New York.

Leggett, Vincent O. *The Chesapeake Bay Through Ebony Eyes*, Blacks of the Chesapeake Foundation, Bay Media, Inc., Arnold, MD, 1999.

Leggett, Vincent O. *Sixty Years with Earl White*, Department of Natural Resources.

Sherwood, John and Remsberg, Edwin H.(Photographer). *Maryland's Vanishing Lives*, "The Curtis Brothers Sail Loft, Oxford," 153, The Johns Hopkins University Press, Baltimore, MD, 1995.

Ebony Eyes on the Bay, Video, Fox 45 News, Baltimore, MD, 1999.

Warren, Marion E. and Mame, *Bringing Back the Bay: The Chesapeake in the Photographs of Marion E. Warren and Voices of Its People*. The Johns Hopkins University Press, Baltimore, MD, 1994.

Articles from the Internet:

- "The African American in the Seafood Industry" by Michael W. Paparella*
- "Blacks Played Several Roles in Maryland's Seafood Industry" by Theresa Humphrey, Associated Press Writer*
- Lower Eastern Shore Heritage Committee, Inc., "African Americans"*
- "Earl White, Admiral of the Chesapeake" by C.D. Dollar
- Maryland Marine Notes, "Slavery, Freedom and the Chesapeake" by Harold Anderson*
- Maryland Marine Notes, "Black Men, Blue Waters: African Americans on the Chesapeake" by Harold Anderson*
- "Diversity on the Bay" Maryland with Pride*
- "What is a Waterman?" Maryland with Pride*
- "African American History in the Bay", Chesapeake Bay History

* *See Annotated Resource in the back of the book for more information.*

The oyster dredges form a cascading waterfall for Harold Holland, a Shady Side, Maryland, waterman.

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Name_____ Date_____

The African American Experience Along the Bay

Occupations Along the Bay

Type of Occupation	Description of Occupation
Tonging for Oysters	
Crabbing	
Piloting Skipjacks	
Making Sails	
Building Boats	
Shucking Oysters	
Picking Crabs	

Lesson 4 – Sailing the Skipjacks

Objectives:
In this lesson students will:

- Explore the history of the Chesapeake Bay's skipjack.
- Examine the role and purpose that the Bay's skipjacks served.
- Explain the decline in the use of the skipjack as a working boat on the Bay and find out what type of boat has replaced the skipjack for oystering.

Subjects:
Social Studies
Language Arts
Art

Materials:
Poster or large picture of a skipjack
Drawing materials
A variety of resources

Activities:

1. The skipjack played a very important role in the life of the watermen on the Bay, as well as the seafood industry. Read about the early uses made of skipjacks when they were first built. Complete the sheet, *The Story of Skipjacks,* to better understand its history. Go over your answers with the class. Discuss the reasons behind the decline of the skipjack as a working boat on the Bay. **Find out what type of boat has replaced the skipjack for oystering. (Materials needed: worksheet-*The Story of Skipjacks*, books on the skipjack, encyclopedias or articles about the skipjack, internet sites about the skipjack).**

2. Find out about some of the well-known skipjacks on the Bay. What are their names? Why do you think they are important enough to be written about? Write about two of them, telling about their captains and some of the jobs that the men had to do. Compare and contrast the two. **(Materials needed: pictures and books about skipjacks and well-known skipjacks).**

3. The Skipjack is a beautiful sailing vessel. Based on your research, draw a picture of a skipjack or find a picture of one to use. With the drawing or picture of the skipjack, label some of its parts and explain their uses. **(Materials needed: books on skipjacks, drawing materials, pictures of skipjacks).**

Final Assignment:
Think about all that you have learned about the skipjack. Now use your imagination and think of yourself as a skipjack sailing on the Chesapeake Bay. Talk about what you do, your adventures, and about the men working aboard. Give yourself a name; tell how old you are and how you feel about your daily work. You are one of the few skipjacks left on the Bay. Tell how it happened that only a few are left. Describe some of the events that led to the decline in the use and popularity of the skipjack. Explain what you will do when you no longer work on the Bay as a waterman.

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Resources:

Burgess, Robert. H. *This Was Chesapeake Bay*, "Skipjack Builders," pp. 144-146, Robert H. Burgess, Tidewater Publishers, Centreville, MD, 1963.

Chowning, Larry S. *Harvesting the Chesapeake, Tools and Traditions*, chapter 11. Tidewater Publishers, Centreville, MD, 1995.

Grieser, Robert. *Chesapeake Bay: Photographs*, "Watermen and Others," p.79, Harry N. Abrams, Inc. Publishers, New York.

Jacoby, Mark E. and Harpe, Neil (Photographer), *Working the Chesapeake. Watermen of the Bay*, Mark E. Jacoby, A Maryland Sea Grant Book, College Park, Maryland, 1993.

Leggett, Vincent O. *The Chesapeake Bay Through Ebony Eyes*, Blacks of the Chesapeake Foundation, Bay Media, Inc., Arnold, MD, 1999.

Articles from the Internet:

- "Maryland Skipjack", Text is from: Lower Eastern Shore Heritage Committee, Inc.,* http://www.skipjack.net/le_shore/oyster/skipjack.html
- "Maryland State Boat – Skipjack" http://www.mdarchives.state.md.us/msa/mdmanual/01glance/html/symbols/boat.html
- "Skipjacks", Maryland with Pride – Maryland's Watermen", http://www.intandem.com/NewPrideSite/MD/Lesson4/Lesson4_7.html
- "Chesapeake Skipjack, *Hilda M. Willing*", National Historic Landmark Study by Ralph E. Eshelman, 1993 http://www.cr.nps.gov/history/maritime/nhl/willing.htm

* *See Annotated Resource in the back of the book for more information.*

The skipjack Rosie Parks *at the Chesapeake Maritime Museum.*

Name_____ Date_____

Sailing the Skipjacks
The Story of Skipjacks

1. What made the skipjack a "boat of choice" for watermen during this time period?

2. List some of the causes for the decline in the number of boats dredging for oysters.

3. How do you think the oldest skipjack still sailing the Bay got its name?

4. What was the origin of the term "skipjack"?

5. Why do you think the skipjack became the state boat in 1985?

6. Why are there only a few working skipjacks remaining on the Bay today?

Lesson 5 – Harvesting Seafood from the Bay

Objectives:
In this lesson students will:

- Describe why the Bay's seafood business in Maryland is a huge business.
- Recognize the main seafood that is harvested by watermen from the Chesapeake Bay.
- Recognize how the Bay's seafood was and still is enjoyed by those who live along the Bay.
- Identify the characteristics and life cycles of the oyster and bluecrab.

Subjects:
Social Studies
Science
Language Arts
Art

Materials:
A variety of resources
Pictures of oysters and blue crabs
Live oysters
Steamed crabs

Activities:

1 Read to find out why the Chesapeake Bay was once a waterman's paradise. What does that mean? What was the life around the Bay like about one hundred years ago? Imagine you lived near the Bay during that time. What would you see? What would you probably be doing? Work with a partner to discuss these questions. Then, draw pictures and describe in writing what you have drawn. **(Materials needed: books on the Chesapeake Bay, books on the history of the Bay, drawing materials).**

2. Read "The Catch of the Day" from *The Chesapeake Bay Through Ebony Eyes.* People used the Bay's resources to enjoy delicious meals. List the seafood that the watermen got from the Bay. What added to the enjoyment of these meals? Think about your own families and the way that you prepare seafood from the Bay. What seafood does your family like to eat? Write about it in a descriptive paragraph as a journal entry or essay.

3. The eastern oyster and blue crab of the Chesapeake Bay are very interesting. They are important to the Bay's watermen and are the local seafood industry's two main resources. Learn about them by reading about their physical characteristics and life cycles. Use live shucked oysters to examine their parts and find out why they are so important to the health of the Bay. Use a hard steamed crab to examine its parts; learn how to pick it, and then enjoy its meat. **(Materials needed: live shucked oysters, hard steamed crabs, books on oysters and bluecrabs, pictures of oysters and crabs).**

Final Assignment:
Imagine you own your own seafood restaurant and soon to open for business. Think of a good name for your restaurant. Think of the kinds of food you will have on your menu. Design a menu for your restaurant that will be serving a variety of seafood from the Bay. If you know of any special way you will be seasoning or flavoring the food, include that also. Design a placemat for your restaurant that explains how to pick and eat a steamed crab.

Resources:

Curtis, Jennifer Keats, *Oshus and Shelly Save the Bay,* Bay Media, Inc., Arnold, MD, 1999.

Leggett, Vincent O., *Blacks of The Chesapeake: An Integral Part of Maritime History,*
The Leggett Group and Stoneground Studio Publishing and Distribution Company.

Leggett, Vincent O., *The Chesapeake Bay Through Ebony Eyes,* "Catch of the Day,"
Blacks of the Chesapeake, Bay Media, Inc., Arnold, MD, 1999.

Articles from the Internet:

- "Chesapeake Bay was Once a Waterman's Paradise" by Mary Pemberton, Associated Press Writer
- "Oysters Everywhere", Asia Pride,*
  http://www.intandem.com/NewPrideSite/MD/Asia/Lesson.html
- "Maryland Oysters", Lower Eastern Shore Heritage Committee, Inc., *
  http://www.skipjack.net/le_shore/oyster/oyster.html
- "Eastern Oyster", The Assateague Naturalist, http://www.assateague.com/oyster.html
- "Maryland Blue Crab, Crab Lore",Lower Eastern Shore Heritage Committee, Inc.,*
  http://www.skipjack.net/le_shore/crab/crab_lore.html
- "Aquatic Reef Restoration", Chesapeake Bay Foundation,*
  http://www.chesapeakebay.net/

* *See Annotated Resource in the back of the book for more information.*

THE WATERMAN'S MUSEUM

1985 Tidewater Inn

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Lesson 6 – The Galley: Seafood to Enjoy

Objectives:
In this lesson students will:

- Identify the variety of edible seafood that comes from the Bay waters.
- Recognize how different locations around the Bay region influence the various ways the seafood can be prepared.
- Examine the influence the African-Americans in the Bay region have had on the renowned Chesapeake Bay cooking.
- Locate the geographical origin of the variety of recipes that are found in *The Chesapeake Through Ebony Eyes.*

Subjects:
Social Studies
Geography
Language Arts

Materials:
Journal
Individual Maps of Maryland
A variety of resources

Activities:

1. Imagine you are traveling to various restaurants around the state of Maryland to sample certain foods from their menus. You prepare for your trip by mapping out your route. You will go to a variety of towns and different locations in Maryland. Look at all the menus found in the "Work Boat Galley"section in *The Chesapeake Bay Through Ebony Eyes.* Find all the cities, towns, and locations where these recipes originated and mark them on your map. **(Materials needed: individual maps of Maryland, *The Chesapeake Bay Through Ebony Eyes*, books on cities in Maryland, encyclopedias, books on the Chesapeake Bay's surrounding towns).**

2. As part of the preparation for your trip, find out something about each city, town or location that you will be visiting and write it in your journal. Are the areas you are visiting important to the seafood industry? Why or why not? **(Materials needed: books on cities in Maryland, encyclopedias, books on the Chesapeake Bay's surrounding towns, journals).**

3. To understand the African-American contributions to Chesapeake Bay cooking, read "Blacks of the Bay" in *The Chesapeake Bay Through Ebony Eyes.* On your trip around Maryland visiting various restaurants, plan to interview the chefs in the kitchens who have prepared these delicious recipes or the watermen who cooked in the galleys of workboats. What kinds of questions would you ask them? Write down your questions in the form of an interview. **(Materials needed: *The Chesapeake Bay Through Ebony Eyes*, books on seafood chefs in the Maryland area, cookbooks).**

4. Review the "Work Boat Galley" section in the book; list all the seafood that is included in the recipes; tell how many different ways some of them are prepared. Have you eaten any other seafood from the Chesapeake Bay that is not on your list? Add that seafood to your list and tell how your family prepares it. **(Materials needed: *The Chesapeake Bay Through Ebony Eyes*, books on the seafood industry in Maryland).**

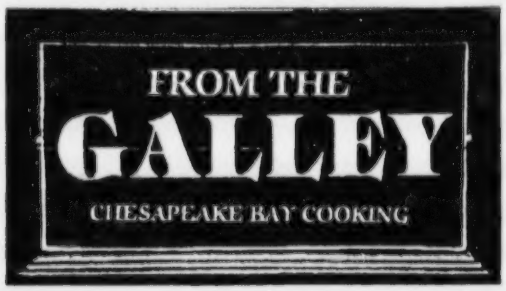
5. Pick one of your family's favorite seafood recipes and compare its ingredients to the ingredients of a recipe from the "Work Boat Galley" section in the book. Can you identify where your family's recipe originated? Share your results with your classmates in a group setting. Make copies for everyone in the class. Put them together in a cookbook. As a class, make a cover for this cookbook. **(Materials needed: family recipes, art materials, *The Chesapeake Bay Through Ebony Eyes).***

6. Plan a trip to a local seafood restaurant to sample some of the varied seafood from this area. The classroom teacher may want to contact the manager of a restaurant in their local area to get reduced rates or time a visit during off-peak hours to have a tasting party of sampling of seafood, i.e., Phillips, Wagner's Steamboat Landing, etc. Students will be charged a marginal price or pay only a cost fee. An additional fieldtrip may include a trip to the local supermarket to visit the seafood counter in order to identify the variety of seafood available for one's use.

7. Contact the nutritionist at the local supermarket, high school or college to visit your classroom to share with students the nutritional value of seafood and where seafood is located in the daily food pyramid.

Final Assignment:
As a class, choose a few recipes from the "Work Boat Galley" section of the book; prepare them; then enjoy a wonderful Chesapeake Bay feast.

Resources:
Leggett, Vincent O. *The Chesapeake Bay Through Ebony Eyes*, "Blacks of the Bay," "Work Boat Galley," Blacks of the Chesapeake Foundation, Bay Media, Inc., Arnold, MD, 1999.



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Lesson 7 - Poetry of the People

Objectives:
In this lesson students will:

- Examine the work of several African-American poets.
- Compare and contrast their writing styles.
- Identify if the geographical location of the writers influences their work.
- Examine the poetry of Melanie Redding to better understand the watermen of the Chesapeake Bay.

Subjects:
Language Arts

Materials:
A collection of poetry books by:
Maya Angelou
Gwendolyn Elizabeth Brooks
Paul Lawrence Dunbar
Collected works of Melanie Redding

Activities:
In this lesson students will:

1. Using an information data sheet, students in groups of four will visit the school media center to research the life of Maya Angelou, Gwendolyn Elizabeth Brooks and Paul Lawrence Dunbar. Special attention will be given to information describing their family background, home life with their parents and where they lived and worked as adults. **(See attached worksheet).**

2. Make a list of objectives, for the poet researched by your group, that describe the poet's background and possible emotions. Be prepared to share the list with your class and generate a class list for each poet.

3. With your teacher, select several poems by each author. Read to understand their meaning. Study one poem by each author and compare and contrast their styles of writing. Do their poems reflect the area where they live? What do the poems that you have chosen tell you? Do you feel you get to know the author through his/her poetry? Why? Write a short summary of what these poems mean to you. **(Materials needed: poems by Maya Angelou, Gwendolyn Elizabeth Brooks, and Paul Lawrence Dunbar, books on the poets).**

3. Read the poems of Melanie Redding in *The Chesapeake Bay Through Ebony Eyes.* How does the first poem, "The Chesapeake Bay Through Ebony Eyes" resonate the underlying theme of the book? What are some of the things the author states that Ebony Eyes do? The second poem, "Resume of a Waterman" talks about a waterman. Do you think the author is identifying any

particular waterman? Summarize in your own words what this poem means to you. The last poem, "The Chesapeake Bay Wye Oak Tree: The Biased Wind" shows personification. What is personified in this poem? What are the words in this poem saying to you? **(Materials needed: collection of poems by Melanie Redding, biography of Melanie Redding, *The Chesapeake Bay Through Ebony Eyes).***

4. Think about the reasons for the strong religious element in the poems written by Melanie Redding. Respond to a writing prompt to express your ideas. **(Materials needed: collection of poems by Melanie Redding, writing prompt for an essay).**

Final Assignment:
You have read a variety of poetry from renowned writers to a local writer and poet. The region in which you live may or may not influence how you write or what you write about. Reread your favorite sections of *The Chesapeake Bay Through Ebony Eyes.* Think about a subject or topic you would like to write a poem about. Write a poem that reflects the Chesapeake Bay region and/or the watermen and the seafood industry of the Bay.

Resources:
Angelou, Maya, *The Complete Collected Poems of Maya Angelou.* Random House, New York, 1994.

Brooks, Gwendolyn Elizabeth. *Blacks,* Third World Press, Chicago, 1991.

Brooks, Gwendolyn Elizabeth, *Selected Poems,* Harper Collins, New York, 1999.

Dunbar, Paul Lawrence, *Little Brown Baby,* Dodd Publishers, New York.

Leggett, Vincent O., *The Chesapeake Bay Through Ebony Eyes,* Blacks of the Chesapeake Foundation, Bay Media, Inc., Arnold, MD, 1999.

Articles from the Internet:
- "Maya Angelou"* - http ://iisd1.iisd.ca/50comm/panel/pan04.htm
- "Maya Angelou - A Look Into Her Poetry"
- "Maya Angelou and the African-American Tradition" by Bryan D. Bourn
- "Biography and Bibliography of Gwendolyn Elizabeth Brooks"
- "Poems of Gwendolyn Elizabeth Brooks"
- "The Life of Paul Laurence Dunbar"* - http://www.udayton.edu/~dunbar/biopld.htm
- "Poems of Paul Laurence Dunbar"
- "Gwendolyn Brooks"* - http://home.earthlink.net/~elbond/aacl/brooks.htm

There are many opportunities to explore areas of the arts related to the African-American influence in maritime/seafood industry.

* *See Annotated Resource in the back of the book for more information.*

Name of Poet _____

Date of Birth _____ Date of Death _____

Is the person still alive? _____ If so, where are they now living? _____

Place of Birth (city, state): _____

Family Members (include parents and siblings): _____

_____

_____

_____

_____

List at least three special events in the poet's life: _____

_____

_____

_____

_____

_____

_____

_____

People, places or events that influenced the poet's life (Explain detail 2 or 3 items).

After reading or listening to some of the writings of the poet, list some of the topics or themes covered.

Follow-up Activity: Write an original poem using any style of verse, to share your feelings about the Bay, watermen, favorite seafood dish, wild life or species of marine life from this area. Create an object of art using available materials found in your home or classroom to illustrate your poem.

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Lesson 8 - The Computer Connection: Enter the Internet

Objectives:

In this lesson students will:

- Utilize the computer and the Internet to access information related to the African-American Chesapeake Bay waterman.
- Follow a course of study that is designed to use hyperlinks that provide activities and photographs to develop a better understanding of the topic.

General Overview:

Lesson 8 is designed for students to use the Internet to obtain specific information related to *The Chesapeake Bay Through Ebony Eyes* and the Chesapeake Bay African-American waterman. It is designed so that the instructor may allow a student to work independently and obtain information to accomplish specific goals. Therefore, the lesson may be used for enrichment or to supplement any particular concept. It may also be used as a group lesson where access to the Internet is available on enough computers for the entire class.

The student/s will log on to http://www.dnr.state.md.us/irc/boc.html and begin their course of study.

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Suggested Field Trips Related to the Unit of Study

- **The Living Classrooms Foundation**
  Inner Harbor
  Baltimore, Maryland
  TEL: 410-685-0295
  www.livingclassrooms.org

- **The Chesapeake Bay Maritime Museum**
  St. Michael's, Maryland
  TEL: 410-745-2916

- **The Smithsonian Environmental Research Center**
  Edgewater, Maryland
  TEL: 410-798-4424
  www.SERC.si.edu

- **The Chesapeake Bay Foundation**
  Meredith Creek Educational Center
  Colbert Road
  Annapolis, Maryland
  TEL: 410-974-1877
  General info: 410-268-8816
  www.savethebay.cbf.org

- **The Museum of Industry**
  1415 Key Highway
  Baltimore, Maryland
  TEL: 410-727-4808

- **The Calvert Marine Museum**
  Route 2
  Solomon's Island, Maryland
  TEL: 410-326-2042

- **Historical Annapolis Foundation Museum Store and Welcome Center**
  77 Main Street
  Annapolis, Maryland
  (Historic Annapolis and "African-American Heritage" Walking Tours
  TEL: 410-268-5576

- **Banneker-Douglass Museum**
  Annapolis, Maryland
  TEL: 410-216-6180
  banneker@dhcd.state.md.us

- **Annapolis Fish Market**
  The Market House City Dock
  Annapolis, Maryland
  TEL: 410-269-0490

- **McNasby's Seafood Company and Carryout Crab Deck**
  Annapolis, Maryland
  TEL: 410-280-2722
  FAX: 410-280-3707

- **Maryland Department of Natural Resources**
  Education, Bay Policy & Growth Management
  Tawes State Office Building, E-2
  580 Taylor Avenue, E-2
  Annapolis, Maryland 21401
  TEL: 410-260-8744
  FAX: 410-260-8709

Chesapeake Bay Through Ebony Eyes - Annotated Resource

Asia With Pride
This electronic resource discusses history and culture of oystering on the Chesapeake Bay. The web site is in sync with the Maryland School Performance objectives and offers a hands-on component for the students and teachers. This resource is complete with background information and tips for the teachers and great reference suggestions and field trips.
http://www.intandem.com/NewPrideSite/MD/Asia/Faculty_Room.html

Black Jacks: African American Seamen in the Age of Sail, W. Jeffrey Bolster, Harvard University Press, 1997
Dr. Bolster integrates his years of experience sailing and his excellent research skills in this seminal work. Blacks were an integral part of the New England whaling industry and America's early Navy. There are several excellent references to the Chesapeake Bay in this book. While Dr. Bolster was working on his Ph.D. in the Baltimore area, he sailed the skipjack Minnie V for the Ocean Work Institute operating the vessel for the Maryland Historical Society.
http://www.mariner.org/baylink/setfront.html

The Chesapeake Bay Program
The Chesapeake Bay Program is part of the Environmental Protection Agency's efforts to conserve and restore the Bay. This site includes a history of the Bay and has great links to other Chesapeake Bay programs such as the Chesapeake Bay Trust, The Chesapeake Bay Information Network, Maryland Sea Grant and many other resource locations.
http://www.chesapeakebay.net

History of the Chesapeake Bay: African American History in the Bay
Since the first Africans arrived into Jamestown, Virginia in 1619, black presence in the Chesapeake Bay region has been noteworthy. This initial group of 20 people consisted of indentured servants and not slaves. The article chronicles African American involvement in the American Revolutionary War, the War of 1812 and the Civil War. The article concludes with a call to action for citizens throughout the watershed to rally around efforts to restore the Chesapeake Bay. The article highlights the roles of two prominent African Americans in this effort, Virginia Governor L. Douglass Wilder and Washington DC Mayor Sharon Pratt Kelly, who committed their respective jurisdiction to that effort.
http://www.chesapeakebay.net/aframer.htm

Lower Eastern Shore Heritage Committee, Inc
"African Americans were an integral part of the cultural heritage of the Eastern Shore. While the slave trade began in the 1640's, it did not slow down until the 1780's and did not finally end until the mid-nineteenth century. Later, as the seafood industry became the economic backbone of the region, African-Americans were an integral part of the workforce, particularly in the processing plants." The Heritage committee provides historic tours through Worcester County identifying significant African American sites. Even areas of the vacation mecca of Ocean City had a notable population of blacks living and working along on Atlantic Ocean and surrounding waterways.
http://www.skipjack.net/le_shore/heritage/

Maryland Marine Notes
This site is published by the Maryland Sea Grant Office. The March-April 1998 edition focuses on "African Americans on the Chesapeake," written by Harold Anderson. The Thompson Wallace family of Deal Island and Eddie Turner of Bellevue, Maryland are cited in this work. Both of these families are featured in the *Chesapeake Bay through Ebony Eyes*. In addition, an article entitled, "Slavery, Freedom, and the Chesapeake" appeared in the same March-April 1998 Marine Notes by Harold Anderson. This article chronicles the black involvement in the maritime and seafood industry dating back before the Civil War.
http://www.mdsg.umd.edu/MarineNotes/

Maryland Sea Grant
The Chesapeake Bay Program is an excellent site for information pertaining to the Bay and its many tributaries. The Sea Grant program is based the University of Maryland, College Park and is linked to other Bay related web sites at the region. This program publishes the Maryland Marine Notes Series, which covers research on African American watermen and their history.
http://www.mdsg.umd.edu/

Maryland with PRIDE – Pride of Baltimore II
This site begins to answer the question, What is a waterman? There are wonderful photographs of African American Watermen, their boats, tools used for harvesting fish, crabs, clams and oysters. Many of these images are from the Blacks of the Chesapeake web site maintained by the Maryland Department of Natural Resources' Information Resource Center. Shady Side, Maryland waterman, Richard Smith, is featured in the "Diversity on the Bay" section of the Maryland with PRIDE site.

Mr. Smith crabs, fishing and clams on the Chesapeake Bay and is one of the only blacks with a commercial pound fishing license. He is also an excellent marine contractor and maintains all of the piers and bulkheads at the Herrington Harbor Marina located in Rose Haven, Anne Arundel County.

Mr. Smith owns two bay built boats, *Southern Mist* and *Southern Bell*. Mr. Smith along with J.R. Gross, a fourth generation waterman work closely together and may be seen on any given day along the Chesapeake from the Virginia line to Baltimore City. They dock their boats on Parrish Creek off the West River. J.R.'s boat is named *Puddin*.
http://www.intandem.com/NewPrideSite/MD/MD_Home.html

Preserving the Watermen's Way of Life by David Wasserman and Mic Womersley
This report was prepared by the Institute for Philosophy & Public Policy with funding provided through the Maryland Sea Grant Programs. The report authors established focus group utilizing watermen from the lower-western shore counties of Calvert and St. Mary's. They conducted extensive interviews with the watermen, in attempts to better understand their views on commercial development, pollution and ecological preservation. This article provides an excellent framework for discussions with watermen in different regions for the purpose of comparing and contrasting their views. A comparison of these views with those of their white counterparts would also be an interesting study.
http://www.puaf.umd.edu/ippp/Fall97Report/preserving_the_watermen.htm

The Watermen's Museum, Yorktown, Virginia
The Watermen's Museum tells the story of Virginia's working watermen and their families who for generations have harvested the rivers and tributaries of the Chesapeake Bay for its abundant seafood year round. The Museum presents the story of the watermen, through a series of photographs, artifacts and displays demonstrating the lives of the watermen, their boats, and tools of the trade.

There is also a waterman's museum located on the Upper Eastern of Maryland in the town of Rock Hall. This traditional waterman's village still has some vestiges of its seafaring past. However, the main focus in sport or recreational and tourism. The funding and design of the Watermen's Museum were provided by the owners of the Harbor Haven Yacht Club and Marina.

The Blacks of the Chesapeake Foundation, Inc., of Annapolis, Maryland is working closely with government and private sources to create a watermen/ farmers museum in southern Anne Arundel County in Shady Side. This facility will reflect the diverse ethnic heritage within the region.
http://www.sightsmag.com/usa/va/york/sights/wmm/wmm.htm

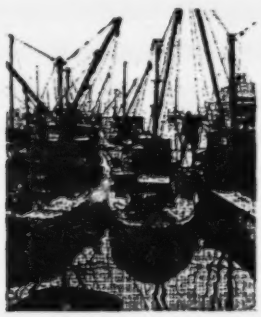
Lesson on Poetry

Paul Laurence Dunbar
Paul Laurence Dunbar was born seven years after the end of the Civil War in 1872. Both of his parents were slaves, his father escaped from bondage with the aid of the Underground Railroad. This wonderful poets life was intertwined with famous people such as Orville Wright one of the Wright Brothers and Frederick Douglass to mention a couple. In 1906, Dunbar died at an early age from problems associated with Tuberculosis. However, his poems, prose and stories live on.
http://www.udayton.edu/~dunbar/biopld.htm

Gwendolyn Elizabeth Brooks ((1917 -)
Mrs. Brooks was the first African American to win a Pulitzer Prize in 1945 for the work entitled, "Annie Allen", which was about blacks girls growing up in Chicago. Dr. Brooks was a poetry consultant to the Library of Congress and a professor of English at Chicago State University.
http://home.earthlink.net/~elbond/aacl/brooks.htm

Maya Angelou
http://iisd1.iisd.ca/50comm/panel/pan04.htm

The Chesapeake Bay Through Ebony Eyes



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Please complete this evaluation form and return it to:

Blacks of the Chesapeake Bay Foundation, Inc.
P.O. Box 3576
Annapolis, Maryland 21403

If you need additional space, attach a separate sheet of paper with your comments. Your comments are extremely valuable for future revisions to our curriculum guide.

Name (optional): _____ Date: _____

School: _____ Grade: _____

County: _____

School setting: _____ urban _____ suburban _____ rural

Students are: _____ at grade level _____ below grade level _____ gifted

Duration of Unit: _____

No. of Staff Teaching Unit: _____

Page 2 of Evaluation

1. Did you receive sufficient training prior to using the unit? If not, what additional training would you recommend?

2. What activities from the curriculum did you use?

3. Did you modify any of the activities to make them more effective? Give details.

4. What would you change, add, or delete to improve this guide?

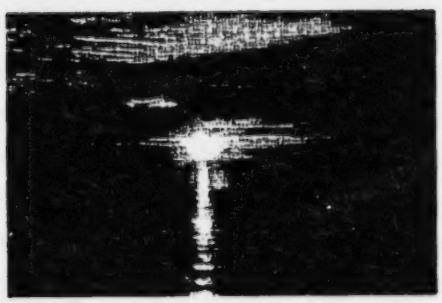
5. Which activities did you like the most or least? Why?

6. How did your students react to the unit?

7. Was the unit appropriate for your grade level? If not, how did you modify the activities to make them grade appropriate?

8. Do you plan to use this unit of study again?

Additional comments:



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